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# Survey of the Organizational Patterns of Library Media Centers of Public Senior High Schools in Two Selected Regions of the State of Illinois

Carrie Chen  
*Eastern Illinois University*

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Author

Survey of the Organizational Patterns of Library Media  
Centers of Public Senior High Schools in Two  
Selected Regions of the State of Illinois  
(TITLE)

BY

Carrie Chen

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1975  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

Oct. 21, 1975  
DATE

22 Oct 75  
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## TABLE OF CONTENTS

CHAPTER		Page
I	INTRODUCTION . . . . .	1
	<u>Purpose of the Study</u> . . . . .	3
	<u>Questions</u> . . . . .	3
	<u>Limitations</u> . . . . .	3
	<u>Delimitations</u> . . . . .	4
	<u>Definition of Terms</u> . . . . .	4
II	REVIEW OF RELATED LITERATURE . . . . .	6
III	METHODS AND PROCEDURES . . . . .	10
IV	FINDINGS . . . . .	12
V	CONCLUSIONS AND RECOMMENDATIONS . . . . .	24
	<u>Recommendations</u> . . . . .	25
APPENDIX	. . . . .	28

## LIST OF TABLES

TABLE		Page
I	Organizational Patterns of Library Media Centers in Region 1 and Region 4 . . . . .	13
II	Organizational Patterns Vs. Student Population. . . .	14
III	Organizational Patterns Vs. Student Population (Comparison Between Region 1 & Region 4) . . . . .	16
IV	Organizational Patterns Vs. Size of the Staff. . . . .	17
V	Organizational Patterns Vs. Financial Condition . . .	18
VI	Organizational Patterns Vs. Principal's Attitude . . .	20
VII	Existing Organizational Patterns Vs. Ideal Organiza- tional Patterns . . . . .	21
VIII	Specialties of the Head of Library Media Center (A) .	22
IX	Specialties of the Head of Library Media Center (B). .	23

## CHAPTER I

### INTRODUCTION

In his book The Necessary Revolution in American Education, Francis Keppel, former United States Commissioner of Education, said:

. . . Libraries have long had a major role to play in the education process. Studies have shown how closely good school libraries in elementary and secondary schools are related to academic achievement, to remaining in high school, and to going on to college.<sup>1</sup>

There is no doubt that library media centers play an important role in today's education. If one spends some time in observing a library media center, he will generally be able to tell the educational philosophy and teaching practices of that school. Donald Emory expressed the same idea in his article entitled "Show Me a Poor Library--I'll Show You a Poor Educator."<sup>2</sup> The Standards for School Media Programs (1969) also emphasizes this point by stating:

Today, educators and other citizens realize that educational programs of vitality, worth, and significance to students and

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<sup>1</sup>Francis Keppel, The Necessary Revolution in American Education. New York, Harper, 1966, p. 132.

<sup>2</sup>Donald Emory, "Show Me a Poor Library--I'll Show You a Poor Educator," Nation's Schools, March 1966, pp. 86-87.

to society depend upon excellent media services and resources in the schools.<sup>3</sup>

There are several organizational patterns of library media centers in individual schools of this country. These patterns reflect the differences in philosophy, economic support, and the administrator's attitude toward library media services. It is noticeable that more and more educators accept the concept of unified library media programs. More and more library media centers have been established in school buildings to provide both print and non-print services.

The Standard for School Media Programs states:

The philosophy of a unified program of audiovisual and printed services and resources in the individual school is one that has continuously grown and been strengthened in the last thirty years.<sup>4</sup>

It further recommends:

For those others that have separate audiovisual departments and school libraries, it is recommended that, wherever possible, these services be combined, administratively and organizationally, to form a unified media program. New schools should start with a unified media center and program of services.<sup>5</sup>

It appears advisable to find out how well the schools in the state of Illinois accept this trend by determining the status of school

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<sup>3</sup>American Association of School Librarians and the Department of Audiovisual Instruction. Standards for School Media Programs. Chicago, American Library Association, 1969. p. 4.

<sup>4</sup>Ibid., p. 2.

<sup>5</sup>Ibid.



library media centers in this state. The findings of this study may be useful for both educational administrators and library media specialists in evaluating and planning for their library media centers.

### Purpose of the Study

The purpose of this study was to compare organizational patterns of library media centers in selected public senior high schools in the state of Illinois with size, financial condition, and principal's attitude, and to compare results from schools in region 1 with those in region 4.

### Questions

1. What is the spectrum of the existing organizational patterns of the library media centers of public senior high schools in the selected regions of the state of Illinois?
2. What is the spectrum of the size of the student population served by the center, the size of the staff working for the center, the financial condition of the schools, and principal's attitude toward the center in relation to the organizational pattern of the center?
3. What is the spectrum of the educational background and specialties of the head of library media center?

### Limitations

1. The reliability of the design of the questionnaire was untested.

2. The accuracy of the data was dependent upon the accuracy of the responses to the questionnaire.

### Delimitations

1. The population sampled consisted of only the high school principals in region 1 (excluding schools in the city of Chicago) and region 4 in the state of Illinois.

2. The Directory of Illinois Schools, 1974-75 edition, was used as the base of selecting survey subjects.

### Definition of Terms

Head of Library Media Center: The professionally certified librarian or audio-visual specialist who is in charge of the library media center.

Librarian: Professionally certified librarian other than the head of the library media center.

Library Media Center: A learning center in a school where audio-visual and library services are provided.

Library Supporting Staff: A library staff member who has training below the librarian level.

Media Specialist: Professionally certified audio-visual specialist, other than the head of the library media center.

Media Supporting Staff: A media staff member who has training below the media specialist level.

Region 1: One of the six educational regions in the state of Illinois

which includes McHenry, Lake, Kane, Dupage, Cook (excluding City of Chicago), Kendall, Grundy, Will and Kankakee Counties.

Region 4: One of the six educational regions in the state of Illinois

which includes Woodford, Livingston, Iroquois, McLean, Ford, Logan, De Witt, Macon, Piatt, Champaign, Vermilion, Douglas, Moultrie, Coles, Edgar, Shelby, Cumberland and Clark Counties.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In an effort to find out what has been done with regard to the organizational patterns of library media centers in high school level, a variety of sources were consulted.

Planning Guide for the High School Library Program<sup>6</sup> written by Frances Henne and others in 1951 can be counted as the pioneer in this field. In the Planning Guide, the unified library media center concept was recommended almost two decades before the appearance of the Standards (1969).

In 1971, as part of her study to provide a means of evaluating the library media program of secondary schools, Mary Virginia Gaver made a survey of the status of library media centers. She designed a five-step scale from a "totally book-oriented library" to one that is "definitely a media center". The New Jersey sample and the national sample were compared according to the positions on the five-step scale. She finally concluded that:

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<sup>6</sup>Frances Henne, Ruth Ersted, and Alice Lohrer, A Planning Guide for the High School Library Program. Chicago, American Library Association, 1951.

it is obvious . . . that the national sample is moving more rapidly toward implementation of the media center concept than is the New Jersey sample as a whole, with none of the New Jersey schools reporting that their school definitely has a media center and with one-third of the New Jersey schools either still considering themselves to be totally book-oriented or with book and audiovisual services separated and not coordinated.<sup>7</sup>

Another survey was conducted for the resource centers in schools for the deaf. The Association of Resource Personnel Serving the Hearing Impaired formulated the questionnaire which was sent to schools for the deaf in the United States. A few of the findings of ARPSHI were related to this study. They found out that "of the professionals, 27 percent are librarians, 20 percent media specialists, 3 percent resource directors (persons directing both library and media work)."<sup>8</sup> They further explained:

Librarians constitute the greatest number of resource personnel. This is probably because (1) the audiovisual field is newer, (2) some schools haven't added media specialists, and (3) some librarians have probably added knowledge of media to their library training. . . . Only nine resource directors were reported, indicating that most schools separate library and media responsibility.<sup>9</sup>

The most similar study to this one was done by Arthur A. Delaney. He conducted a survey of ten school districts of Nassau County,

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<sup>7</sup>Mary Virginia Gaver, Services of Secondary School Media Centers; Evaluation and Development. Chicago, American Library Association, 1971. p. 22.

<sup>8</sup>Anna Huff, "Personnel Survey of Resource Centers in Schools for the Deaf," American Annals of the Deaf, V. 119, Aug. 1974, p. 359.

<sup>9</sup>Ibid., p. 360.

N. Y. (containing 37 secondary schools) in 1970.<sup>10</sup> The purpose of the survey was to determine the relationship between audiovisual and school library services. Informal interviews and questionnaires were used. Thirty-five audiovisual building coordinators and 54 librarians responded.

Four questions were asked:

A) Was the AV coordinator also responsible for the library program?

83 percent of the AV coordinators were not responsible for their school's library program.

B) Was the librarian also responsible for audiovisual services?

77 percent of the librarians were not responsible for their school's audiovisual program.

C) Should school library and audiovisual services be placed under a single administration?

17.1 percent of the audiovisual coordinators answered yes; 20 percent were undecided; 63 percent indicated that they were definitely opposed.

36 percent of the librarians answered yes; 45 percent believed in separate administration; 19 percent were undecided.

D) If library and audiovisual services were placed under a single administration, who should be in charge?

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<sup>10</sup>Arthur A. Delaney, "School AV-Library Services: Whose Job?" Audiovisual Instruction. V. 15, no. 9, Nov. 1970. pp. 26-28.

Those who answered yes to the question C were asked who should be in charge of the integrated program. Two thirds of the audiovisual coordinators believed it should be the librarian. Sixty percent of the librarians queried also believed it should be the librarian.

Delaney then concluded:

On the basis of the data and informal interviews . . . at least in the geographic area in which the study was conducted, both audiovisual building coordinators and school librarians desire that the present relationships existing between school library and audiovisual services be maintained in the secondary school.<sup>11</sup>

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<sup>11</sup>Arthur A. Delaney, "School AV-Library Services: Whose Job?" Audiovisual Instruction. V. 15, no. 9, Nov. 1970. p. 28.



## CHAPTER III

### METHODS AND PROCEDURES

The instrument for this study was a survey questionnaire designed by the writer (Appendix I). The organizational patterns were categorized into eight charts (Chart A - H) with Chart I for other organizational patterns not listed in the questionnaire.

This draft questionnaire was field tested on five people (one professional librarian; one library technician; one graduate student majoring in instructional media; one elementary school principal; and one high school media specialist). A minor revision was made on the draft questionnaire. A cover letter was composed, and the purpose of this study was explained.

There were six regions in the state of Illinois. Since schools in Region 1 had bigger student population than schools in other regions, Region 1 was selected to represent regions with bigger schools. Region 4 was also chosen to be surveyed because it represented regions with smaller schools. Schools in the city of Chicago were not included because of the centralized media services there rather than independent services provided in each school building.

Principals of the public senior high schools in the two regions



were the survey population. The 1974-75 edition of the Directory of Illinois Schools was used to identify the schools in these two regions. Principals of the 120 schools were selected as survey subjects by using a random permutation table.<sup>12</sup>

The questionnaires, letters to the survey subjects, as well as self-addressed envelopes were mailed.

There was a total return of 102 questionnaires which represented 85 percent of the total 120 questionnaires sent to the survey subjects. One returned questionnaire could not be used in this study because the school did not have any kind of library or media services.

In order to facilitate the tabulation, the raw data was transferred to summary sheets. Nine tables were designed and the data was analyzed. From these tables, conclusions and recommendations were made.

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<sup>12</sup>Lincoln E. Moses, and Robert Oakford, Tables of Random Permutations. Stanford, Stanford University Press, 1963. p. 174.

## CHAPTER IV

### FINDINGS

It was assumed that several factors influenced the organizational pattern of library media centers, i. e., the size of the student population served by the center; the size of the staff working for the center; the financial condition of the school; and the principal's attitude toward audiovisual and library services. The questionnaire was designed to investigate these questions.

Among the 102 returned questionnaires, 60 were from Region 1 (including one blank questionnaire) and 42 from Region 4. When analyzing the data, it was noticed that there were quite a few small schools having only one person in charge of both audiovisual and library services. Since this organizational pattern was not included as one of the charts, this pattern was considered as Chart I in tabulating the results. Also, there was one school in which the principal was also the librarian and the media specialist. The case was classed in the category "Others".

The spectrum of the organizational patterns of library media centers were presented in Table I. Chart A and Chart B were the

TABLE I

ORGANIZATIONAL PATTERNS OF LIBRARY MEDIA CENTERS  
IN REGION 1 AND REGION 4

Organizational Pattern	Region		
	Region 1	Region 4	Total
Chart A	16	0	16
Chart B	17	3	20
Chart C	6	0	6
Chart D	1	1	2
Chart E	3	0	3
Chart F	3	1	4
Chart G	6	24	30
Chart H	4	4	8
Chart I	3	8	11
Others	0	1	1

most dominating organizational patterns for the centers in Region 1.

Chart G was the most popular pattern in Region 4. In other words, 16 schools ( $16/59 = 27\%$ ) in Region 1 had a unified library media system with one person as the head of the center subordinated by both librarian and media specialist; 17 schools ( $17/59 = 29\%$ ) in Region 1 had separate audiovisual and library departments. On the other hand, 24 schools ( $24/42 = 57\%$ ) in Region 4 were having library services only.

There was no school in Region 4 that had a unified library media center.

Eight schools in Region 4 had one person in charge of both library and media services.

It was obvious that the organizational patterns of library media centers in Region 1 and Region 4 were very different.

Was the size of the student population a factor in the differences in the organizational patterns of the centers?

Table II indicated that bigger schools tended to have Chart A or Chart B as the organizational pattern for the centers in their schools.

TABLE II

## ORGANIZATIONAL PATTERNS VS. STUDENT POPULATION

Organizational Pattern	Student Population				
	Less than 1000	1000 to 1999	2000 to 2999	3000 to 3999	More than 4000
Chart A		4	9	2	1
Chart B	4	6	7	2	1
Chart C		5			1
Chart D		1	1		
Chart E	1	1	1		
Chart F		2	1	1	
Chart G	23	5	2		
Chart H	4	3	1		
Chart I	11				
Others	1				

Smaller schools, especially with student population less than 1000, had mostly Chart G or Chart I as the organizational pattern.

From Table III, one would notice that 35 schools ( $35/42 = 83\%$ ) in Region 4 were in the category "less than 1000". The most dominating pattern was Chart G--providing library services only. The next popular pattern was Chart I.

On the other hand, only 9 schools ( $9/59 = 15\%$ ) in Region 1 had a student population of less than 1000. Forty-two schools ( $42/59 = 71\%$ ) had a student population between 1000-2999. Chart A and Chart B were the most common patterns in Region 1.

Was the size of the staff working in the center a factor in the differences in the organizational pattern?

The size of the staff usually increased proportionally with the size of the student population. Chart A and Chart B were still the most dominating patterns for the centers with staff members of more than three. Chart G was the most popular pattern for centers having staff members of less than three. It should be mentioned that there were 29 schools out of the 101 total survey subjects ( $29/101 = 29\%$ ) having only one person working in the center. (See Table IV.)

Was the financial condition of the school a factor in the differences in the organizational pattern of the center?

Principals were asked to consider the financial condition of their schools in comparison with other schools in the state of Illinois.

TABLE III

ORGANIZATIONAL PATTERNS VS. STUDENT POPULATION  
(COMPARISON BETWEEN REGION 1 & REGION 4)

Organizational Pattern	Student Population									
	Less than 1000		1000 - 1999		2000 - 2999		3000 - 3999		More than 4000	
	Region 1	Region 4	Region 1	Region 4	Region 1	Region 4	Region 1	Region 4	Region 1	Region 4
Chart A			4		9		2		1	
Chart B	3	1	4	2	7		2		1	
Chart C			5						1	
Chart D			1			1				
Chart E	1		1		1		1			
Chart F			1	1	1					
Chart G	2	21	2	3	2					
Chart H		4	3		1					
Chart I	3	8								
Others		1								

TABLE IV

## ORGANIZATIONAL PATTERNS VS. SIZE OF THE STAFF

Organizational Pattern	Size of Staff							
	Less than 1 person	1 person	2 persons	3-5 persons	6-10 persons	11-15 persons	16-25 persons	More than 25 persons
Chart A				5	6	4		1
Chart B			3	4	11	2		
Chart C				3	2		1	
Chart D				2				
Chart E			1	1	1			
Chart F				3		1		
Chart G	1	17	8	3	1			
Chart H		3	2	1	2			
Chart I	1	9	1					
Others	1							

They chose one of the three conditions: poor, average, or excellent. Since the choice was made according to the principal's observation, it might not necessarily be the true financial condition.

From Table V, one could see that there was not a great difference in the organizational patterns with regard to the financial conditions of the schools. Chart G was still a popular pattern in all three categories: 4 schools ( $4/9 = 44\%$ ) in the category "poor" having Chart G; 20 schools ( $20/60 = 33\%$ ) in the category "average" and 6 schools

TABLE V

## ORGANIZATIONAL PATTERNS VS. FINANCIAL CONDITION

Organizational Pattern	Financial Condition		
	Poor	Average	Excellent
Chart A	1	5	10
Chart B	1	9	10
Chart C	1	4	1
Chart D	2		
Chart E		2	1
Chart F		4	
Chart G	4	20	6
Chart H		6	2
Chart I		9	2
Others		1	
Totals	<u>9</u>	<u>60</u>	<u>32</u>



(6/32 = 19%) in the category "excellent". In this table, the range of the organizational patterns had been widely spread and evenly distributed in each category.

Would the principal's attitude toward audiovisual and library services influence the organizational pattern of the center?

The principal's attitude was divided into three categories: "audiovisual services are more important than library services"; "library services are more important than audiovisual services"; and "audiovisual and library services are equally important." It was very interesting to find out from Table VI that no principal considered audiovisual services were more important than library services while 20 principals (20/101 = 20%) believed that library services were more important. Eighty-one principals (81/101 = 80%) believed that audiovisual and library services were equally important. In category three, Chart B and Chart G were equally popular with 19 schools (19/81 = 23%) per Chart. One would not be surprised that Chart G was the most dominating pattern (11/20 = 55%) for the second category--"library services are more important".

According to the principal's opinion, if other conditions permitted, what would be the ideal organizational pattern for the center? How many principals were contented with the existing organizational pattern in their schools?

Thirty-nine principals among 94 who answered the question

TABLE VI

## ORGANIZATIONAL PATTERNS VS. PRINCIPAL'S ATTITUDE

Organizational Pattern	Principal's Attitude		
	AV more important	Library more important	AV and library are equally important
Chart A		1	15
Chart B		1	19
Chart C		1	5
Chart D		1	1
Chart E		2	1
Chart F			4
Chart G		11	19
Chart H		1	7
Chart I		2	9
Others			1
Totals		<u>20</u>	<u>81</u>

(39/94 = 41.5%) considered that Chart A was an ideal organizational pattern. Eleven principals (11/94 = 12%) believed that Chart F was an ideal pattern; 10 principals (10/94 = 11%) were for Chart B; 9 principals (9/94 = 9.5%) were for Chart G; 8 principals (8/94 = 8.5%) were for Chart E; 7 principals (7/94 = 7.5%) were for Chart H, etc.

It was most interesting to discover that 36 principals among 94 answered the question (36/94 = 38%) indicated that they were con-

tent with their existing organizational pattern and did not intend to change to another pattern:

- 1) All the schools (15 schools) which had Chart A as their organizational pattern still wanted Chart A;

TABLE VII

EXISTING ORGANIZATIONAL PATTERNS VS.  
IDEAL ORGANIZATIONAL PATTERNS

To From	Chart A	Chart B	Chart C	Chart D	Chart E	Chart F	Chart G	Chart H	Chart I	Others	Totals
Chart A	15										15
Chart B	9	5	3	1	1	2		2			23
Chart C						1		1			2
Chart D	1			1							2
Chart E					2						2
Chart F	1					3					4
Chart G	6	3	1	3	3	3	7	1			27
Chart H	3	1				1		2			7
Chart I	3	1			2	1	2	1	1		11
Others	1										1
Totals	39	10	4	5	8	11	9	7	1		94

\*Figures in blue box indicate the number of principals who do not want to switch to another organizational pattern.

- 2) Among the 23 schools which had Chart B as their present organizational pattern: 5 schools ( $5/23 = 22\%$ ) still wanted Chart B; 9 schools

(9/23 = 39%) wanted to switch to Chart A; 3 schools (3/23 = 13%)

wanted to switch to Chart C, etc.

- 3) Among the 27 schools which had Chart G as their present organizational pattern, 7 schools (7/27 = 26%) still wanted Chart G; 6 schools (6/27 = 22%) wanted to switch to Chart A; 3 schools (3/27 = 11%) to Chart D, etc. (See Table VII)

What specialties do the heads of library media centers have?

This question was intended for those schools with Chart A as the organizational pattern to answer. Among the 15 schools from which answers were received to the question, 8 persons who served as the head of the center (8/15 = 53%) had specialties in both audiovisual and library services; none had a specialty solely in audiovisual services; 7 persons (7/15 = 47%) had a specialty in library services. (See Table VIII)

TABLE VIII

SPECIALTIES OF THE HEAD OF LIBRARY MEDIA CENTER (A)

Specialties of the Head	Number of People		
	Region 1	Region 4	Total
AV			
Library	7		7
AV & Library	8		8
			15

Fourteen other principals answered the question, even though their schools did not have Chart A as the organizational pattern. Eleven

principals ( $11/14 = 78\%$ ) believed that the head of the center should have specialties in both audiovisual and library services; 3 principals ( $3/14 = 21\%$ ) believed that the head of the center should have a specialty in library services. (See Table IX)

TABLE IX

## SPECIALTIES OF THE HEAD OF LIBRARY MEDIA CENTER (B)

Specialties of the Head	Number of People		
	Region 1	Region 4	Total
AV			
Library		3	3
AV & Library	3	8	11
			14

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Derived from the findings of this study, the following conclusions were drawn:

- 1) The organizational patterns of library media centers in Region 1 and Region 4 were very different. Chart A and Chart B were the most dominating organizational patterns for the centers in Region 1; Chart G was the most popular pattern in Region 4.
- 2) The size of the school appeared to have an effect on the organizational pattern of the centers. Since the schools in Region 1 were for the most part larger schools (with regard to student population), the most dominating organizational patterns were Chart A and Chart B. In the small schools, Chart G was the most popular pattern. The result of this question matched perfectly with that of question 1.
- 3) Size of the staff working for the center had direct relationship with size of the school. The bigger the school, the bigger the staff working for the center. It was discovered that Chart A and Chart B were still the most popular patterns for centers with more than three staff members, and that Chart G was the dominating pattern for

centers with less than three staff members. This might indicate that size of the staff was a factor in the differences in the organizational pattern of the centers.

- 4) The financial condition of the school did not have an obvious influence on the organizational pattern of the library media center.
- 5) The principal's attitude did have some influence on the organizational pattern.
- 6) Of the principals questioned, 39 ( $39/94 = 41.5\%$ ) considered that Chart A was the ideal organizational pattern. Also, 36 principals ( $36/94 = 38\%$ ) indicated that they were contented with their existing organizational patterns and did not intend to change to another pattern.
- 7) Among the 15 present heads of the library media centers, 8 had specialties in both audiovisual and library services; 7 had specialties in library services only; none had a specialty in audiovisual services only.

The size of the school and the size of the staff, as indicated by the tables, appeared to be related to the organizational pattern of the library media center. The organizational pattern seemed to be related to the principal's attitude. The financial condition of the school did not have an obvious influence on the organizational pattern of the library media center.

### Recommendations

This survey revealed that the library media centers in Illinois



senior high schools were still very much book-oriented. Among 101 schools, there are only 16 schools ( $16/101 = 15.5\%$ ) which have unified library media centers. Most schools have library services only. (See Table I) It appears that the Standards for School Media Programs has not been implemented to any great extent. From over all figures, Chart B is even more popular than Chart A.

In order to improve the situation of the library media field in the state of Illinois, the following things are recommended:

- 1) The importance of media services and the concept of unified library media centers should be publicized. Emanuel and Joyce Prostanos said: "The library media profession has not done a very good job of explaining and publicizing the potential of the library media center or the nature of the library media specialist's job."<sup>13</sup>

It is most urgent to preach the importance of the media services to educational administrators since they are the men of influence and they are less informed about this new field. Prostanos also explained:

Even today's modern administrator was a product of the classroom or physical education department. He neither had an opportunity to function in an LMC situation himself as a student, nor did he rely on an LMC in his teaching. Also, in the graduate program of studies which prepared him for an administrative role, the LMC was not a consideration.<sup>14</sup>

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<sup>13</sup>Emanuel T. Prostanos and Joyce C. Prostanos, The School Library Media Center. Littleton, Colo., Libraries Unlimited, 1971, p. 49.

<sup>14</sup>Ibid.



The Standards also emphasized this point by stating: "The most effective media program depends upon the support of the school principal and upon an ongoing partnership between teachers and media specialists."<sup>15</sup>

- 2) More qualified personnel in the library media field should be trained.

Erickson said: "Adequate leadership is one of the first essentials for the effective use of media and for the development of desirable media service programs."<sup>16</sup>

One of the obstacles for implementing the unified library media concept is the scarcity of the qualified personnel. It is only in recent years that library schools have started to offer media courses and vice versa. As the head of a library media center, one needs to have background in both library and media.

- 3) The Standard should be implemented. It is highly recommended that a survey be conducted to compare the Illinois sample with a national sample as Gaver did for New Jersey schools. The findings of such a survey would be very useful in informing the educational leaders in the state of Illinois the status of Illinois schools and in convincing them that they should implement the Standard as closely as possible.

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<sup>15</sup>American Association of School Librarians and the Department of Audiovisual Instruction. Standards for School Media Programs. Chicago, American Library Association, 1969. p. 4.

<sup>16</sup>Carlton W. H. Erickson, Administering Instructional Media Programs. New York, Macmillan, 1968. p. 10.

## APPENDIX

Mrs. Carrie Chen  
2605 Sixth Street  
Charleston, Ill. 61920

April 22, 1975

Dear Sir:

Several organizational patterns of library media centers have been developed in this country reflecting many understandable differences in philosophy and economic support.

Since the Standard for School Media Program was published in 1969 by the Joint Committee of American Association of School Librarians and Dept. of Audiovisual Instruction of the National Education Association, numerous signs have pointed to growing acceptance of the concept of the unified library media center.

As a part of my field study research project with the Specialist in Education—Instructional Media program at Eastern Illinois University, I am seeking opinions from principals from selected senior high schools regarding the organizational patterns of library media centers. It is my belief that findings from this survey will be of value to the library media professionals as well as the administrators in planning for their library media center.

Would you please take a few minutes to supply the information requested in this questionnaire? Your response is most important for this undertaking. A self-addressed envelope is enclosed for your convenience.

Thank you very much for your cooperation.

Sincerely yours,

## QUESTIONNAIRE

Your name:

Your institution:

Date:

PLEASE CHECK THE APPROPRIATE ANSWER. PLEASE CHECK ONLY ONE ANSWER FOR EACH QUESTION.

1. What is the student enrollment of your school?

- ☐ less than 1000  
☐ 1000 - 1999  
☐ 2000 - 2999  
☐ 3000 - 3999  
☐ 4000 and more

2. What is the combined size of professional and supporting staff (do not count student assistant) in your library and media center? Please write the number of persons in full time equivalent.

3. According to your own opinion, which is more important?

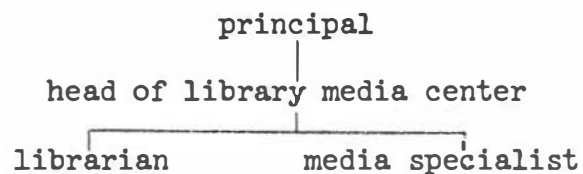
- ☐ AV services  
☐ library services  
☐ AV and library services are equally important

4. Comparing your school financial situation with other schools in the state of Illinois, do you consider your school is

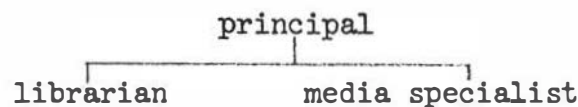
- ☐ poor  
☐ average  
☐ excellent

5. Which of the following organizational charts is most similar to your library media center?

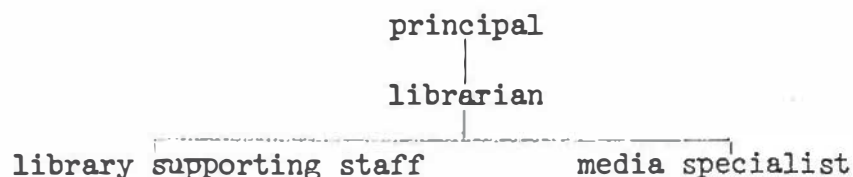
☐ Chart A



☐ Chart B



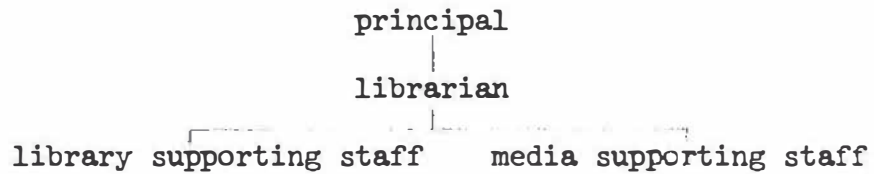
☐ Chart C



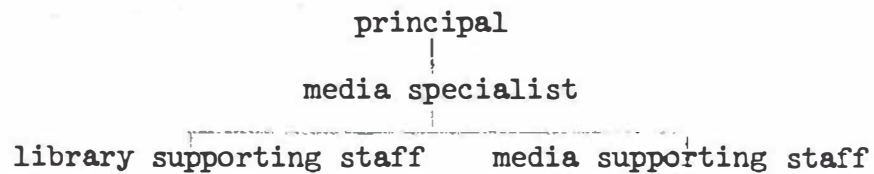
☐ Chart D



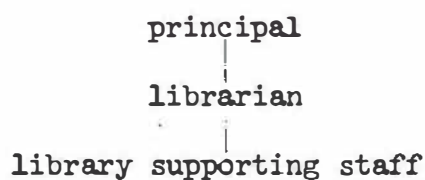
\_\_\_ Chart E



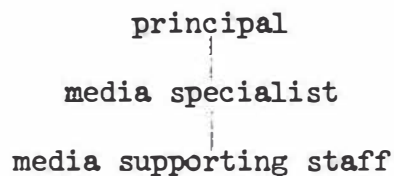
\_\_\_ Chart F



\_\_\_ Chart G



\_\_\_ Chart H



\_\_\_ Chart I  
 Other organizational pattern.  
 Please explain your pattern.

6. If the financial situation permits, which system would you prefer to have for your library media center?

- |             |             |
|-------------|-------------|
| ___ Chart A | ___ Chart B |
| ___ Chart C | ___ Chart D |
| ___ Chart E | ___ Chart F |
| ___ Chart G | ___ Chart H |

7. If you check Chart A as the organizational pattern of your library media center, does the head of the center have his/her specialty in

- \_\_\_ AV services  
 \_\_\_ library services  
 \_\_\_ both AV and library services